

DRUGS THAT IMPAIR DRIVING

INSTRUCTOR'S LESSON PLANS ADMINISTRATOR'S GUIDE

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National Highway Traffic Safety Administration

A. Purpose Of This Document

This Administrator's Guide provides an introduction to and an overview of the one day instructional module entitled "Drugs That Impair Driving." This module is to be taught in a State which has a Drug Evaluation and Classification Program, (DEC) or a State that has legislation to be eligible for a DEC Program. The module is designed to be delivered as a stand alone curriculum or as a part of the curriculum entitled "DWI Detection and Standardized Field Sobriety Testing". The program of instruction is intended for delivery to as many as possible of the nation's traffic law enforcement officers. That curriculum is designed to help those officers become more proficient at detecting, apprehending, testing and convicting impaired drivers.

The module's subject matter relates to a second curriculum, "Drug Evaluation and Classification," which provides a seven-day classroom training program as the first step in qualifying an officer to serve as a Drug Recognition Expert (DRE). This training is intended to be delivered on a much more selective basis, e.g., perhaps to only a few percent of traffic law enforcement officers. A qualified DRE is a specially-skilled individual who can examine a person suspected of drug impairment and determine, with a high degree of accuracy, the broad category (or combination of categories) of drugs causing the impairment. A DRE does their specialized work only after a suspect has been apprehended (for DWI or some other offense), and only when there is reason to believe that alcohol alone is not responsible for the impairment.

A mounting body of data suggests that an appreciable percentage of DWI violators may be under the influence of drugs other than alcohol, either alone or in combination with alcohol. Estimates of this "appreciable percentage" vary, but all estimator agree that the average DWI enforcement officer almost inevitably will encounter drug-impaired drivers from time to time. Therefore, it is important that the officer be able to recognize when they have encountered a drug-impaired suspect, and to call this to the attention of a qualified DRE. The module is designed to address that need.

This Administrator's Guide is intended for law enforcement agencies that have already trained their personnel in standardized field sobriety testing. The Guide supports delivery of the module "Drugs That Impair Driving" as a stand-alone program of instruction, e.g., for in-service training.

This Administrator's Guide facilitates planning and implementation of the module. The Guide overviews the one-day course of instruction and the documents and other materials that make up the module's curriculum package. It describes the module's administrative requirements and offers guidelines for discharging those requirements satisfactorily. It outlines the preparatory work that must be accomplished by a law enforcement agency before the module can be offered to that agency's personnel. And, it describes the follow-up work that should be undertaken to ensure the continuing delivery of the highest possible quality of instruction.

Before addressing the details of this introductory module, it is appropriate to emphasize one thing that the module will not do:

**THIS TRAINING WILL NOT QUALIFY
AN OFFICER TO SERVE AS A DRUG
RECOGNITION EXPERT.**

The subject matter covered touches upon some (but not all) of the factors a DRE considers in examining a drug-impaired suspect. But no one should attempt to identify drug categories based only on the knowledge acquired through this module. Any such attempt could certainly diminish the court's willingness to accept, the highly specialized knowledge and skills that a DRE must work long and hard to develop.

B. Overview of the Module

1. For Whom Is the Training Intended?

This module is designed primarily for police officers who meet the IACP/NHTSA National Standardized Field Sobriety Testing Program Standards and who have successfully completed an IACP/NHTSA approved curriculum. The officer must be able to administer and interpret the horizontal gaze nystagmus test for alcohol-impaired suspects. The student should be fully conversant with the procedural "mechanics" of HGN with the three clues of HGN and with the interpretation of those clues for assessing alcohol impairment. A major focus of this module is on the examination of a drug-impaired suspect's eyes, and the procedures for those eye examinations derive largely from HGN procedures.

2. What Are The Purposes of Module?

The purpose of the module is to improve students' ability to recognize suspects who may be under the influence of drugs other than alcohol, and to take appropriate action when they encounter such suspects. In those agencies that have a Drug Evaluation and Classification Program, the "appropriate action" would be to summon a DRE. In non-DEC States, the "appropriate action" usually will be to request a medical examination of the suspect. The hope and expectation is that, due to this training, fewer drug-or medically-impaired suspects will avoid detection or be treated simply as alcohol-impaired. Note that the purpose of this module does not require that the student develop the ability to distinguish what type of drug is responsible for the observed impairment. Indeed, we assert that this module, by itself, cannot develop that ability. But, the student should become more adept to recognizing the possible presence of some drug other than alcohol, or a medical condition, and at conveying a credible basis for that suspicion.

3. What Will The Students Get Out of The Module?

The student who successfully completes the module will be able to:

- o define the term "drug" in the context of this course;
- o describe in approximate, quantitative terms the incidence of drug involvement in motor vehicle crashes and DWI enforcement;
- o name the major categories of drugs;
- o describe the observable signs of impairment generally associated with the major drug categories;
- o describe medical conditions and other situations that can produce similar signs of impairment; and,
- o describe appropriate procedures for dealing with drug-impaired or medically impaired suspects.

4. What Subject Matter Does the Module Cover?

The principal content topics include:

- a. The concept of "drugs" in the context of DWI enforcement. Basically, as far as the traffic law enforcement officer is concerned, a "drug" is a substance that impairs driving ability.
- b. The magnitude and scope of drug use and abuse in America, and the involvement of drugs in impaired driving incidents.
- c. The role of eye examinations in disclosing the possibility of drug impairment, and in suggesting the possible category or categories of drugs, or medical conditions causing a particular suspect's impairment.
- d. The observable effects of each of seven major categories of drugs.
- e. The effects likely to result from various combinations of drugs.
- f. The department's prescribed procedures for dealing with cases involving suspected drug influence or medical conditions.

5. What Activities Take Place During the Training?

The module relies primarily on instructor-led presentations. This is in keeping with its focus on information development, rather than skill development.

6. How Long Does The Module Take?

The total instructional time is eight hours.

C. Overview Of The Curriculum Package

In addition to the Administrator's Guide, the curriculum package for this module includes the following material:

- o Instructor's Lesson Plans Manual
- o Visual Aids
- o Student's Manual

1. Instructor's Lesson Plans Manual

The Instructor's Lesson Plans Manual is a complete and detailed blueprint of what the module covers and how it is to be taught. The lesson plans are arranged in a standard, side-by-side format. The left side page outlines the subject-matter content, i.e., what is to be taught. The "content" page presents:

- o The approximate amount of time to be devoted to each major content segment;
- o indications of what visual aids are to be used and when they are to be used;

The right side page presents "instructional notes" associated with the content. The notes outline how the content is to be taught. Typical entries under the instructional notes column include:

- o the approximate amount of time to be devoted to each major content segment;
- o indications of what visual aids are to be used and when they are to be used;
- o questions that can be posed to the students to involve them more actively in the presentation;
- o indications of points requiring special emphasis;
- o examples and other techniques for clarifying the concepts being presented.

The Instructor's Lesson Plans Manual serves, first, as a means of preparing the instructor to teach the module. He or she should review the entire set of lesson plans, and become familiar with their contents and learning activities, to develop a clear understanding of how the various segments of the module "fit" together. The instructor is expected to become thoroughly familiar with each segment that he or she is assigned to teach, to prepare the relevant visual aids, and to assemble all "props" and other instructional notes as necessary to ensure that his or her own teaching style is applied to the content.

Subsequently, the Instructor's Lesson Plans Manual serves as an in-class reference document for the instructor, to help him or her maintain the sequence and pace of presentations and other learning activities.

It is worth emphasizing that the Instructor's Lesson Plans Manual does not contain the texts of speeches. Although its outlines of content information are fairly well detailed, those outlines are not to be read verbatim to the participants.

2. Visual Aids

Four types of visual aids are used in this module:

- o dry-erase board/flip-chart presentations (which are indicated in the "instructional notes" of the lesson plans, and are self-explanatory);
- o overhead transparencies;
- o PowerPoint;
- o video tape/DVD.

The overhead transparencies, or "visuals", are simple displays of graphic and/or narrative material that emphasize key points and support the instructor's presentation.

Each visual is numbered, and is referenced by number in the lesson plans to indicate when and how the visual is to be used.

Paper copies of all visuals are included in the Instructor's Lesson Plans Manual. Those copies can be photocopied onto acetate to produce overhead transparencies, or they can be photographed to produce 35mm slides, or PowerPoint slides can be used.

The videos are excerpts from the videos developed for NHTSA's Drug Evaluation and Classification Training Program. They depict portions of examinations of persons suspected of drug impairment.

3. Student's Manual

The Student's manual is the principal reference source for this module. It contains summaries of the main points of the module's content and

guidance for further study and review by the student.

D. General Administrative Requirements

1. Delivery Contexts

This module is compatible with a wide variety of delivery contexts. NHTSA designed the module as an integral part of the "DWI Detection and Standardized Field Sobriety Testing" curriculum. But the module can also be delivered as a stand-alone training program, e.g., as a portion of the department's annual in-service training schedule. The module is also suited to serve as briefing material for judges, prosecutors and other traffic safety personnel.

2. Facility Requirements

The module requires no special instructional facilities. A standard classroom, equipped with a screen, dry-erase board, appropriate projector, video tape player and monitor and adequate seating/table space for all students will suffice.

3. Instructor Qualifications

The principal instructor(s) for this module should be a Drug Evaluation and Classification Instructor or a DRE who is a SFST Instructor.

4. Class Size Considerations

Because the module is concerned primarily with information delivery rather than skills development, reasonably large classes can be accommodated. A practical upper limit is approximately 35-40 students sufficient opportunity to interact with instructors (e.g., through questions, comments, etc.) as much as would be desired.

E. Planning and Preparation Requirements

The planning and preparation requirements for this module are the standard requirements associated with any classroom training:

- o Select instructors and assign them to deliver specific segments of the module. Make sure that all instructors review all portions of the module, so that they understand how their assignments "fit into" the total program.

- o Prepare all visuals.
- o Obtain the necessary instructional equipment and make sure that all equipment is in proper working order.
- o Verify that all candidate students have successfully completed (or will have completed, prior to delivery of the module) the IACP/NHTSA Standardized Field Sobriety Testing Training.
- o Arrange the classroom so that all students will have a clear view of the instructor, screen, dry-erase board and video monitor.
- o Obtain (or reproduce) sufficient copies of the Student's Manual and any other handout materials.

F. Follow-Up Requirements

It is highly desirable that both the delivery and impact of this module be evaluated. Evaluation of "delivery" focuses on the general question "what did the students think of this training?" Evaluation of the "impact" concerns itself with "how has the training affected students' on-the-job performance"?

Important data for evaluating training "delivery" can be obtained from the anonymous Student's Critique Form (included in the Instructor's Lesson Plans Manual). Each student should be requested to complete and submit the form immediately upon conclusion of the training. Guidelines for analyzing the students Critique Form and preparing a post-course evaluation report are covered in Section G.

G. Guidelines For Preparing Post-Course Evaluation

A participant's critique form is provided to document participant's initial rating of course content and activities.

The following instructions are provided to guide review, analysis and interpretation of participant's comments:

Section A - Workshop/Seminar Objectives

Determine raw tabulation and percentages for each objective:

- o If the "no"/"not sure" responses total 20% or more, some explanation should be provided. Assess the problem and explain

or recommend changes as appropriate.

Section B - Course Activities

The rating choice are as follows:

1. Very Important
2. Somewhat Important
3. Un-Important
4. Not Sure

Analysis Procedures

Step 1: Tabulate total number of responses in each category for each activity.

Step 2: The following values should be applied:

- o +2 for each "very important"
- o 0 for each "somewhat important"
- o -2 for each "un-important"
- o -1 for each "not sure"

Step 3: Determine total number of points for each activity.

Step 4: Divide the totals by twice the number of votes(N).

Step 5: The result is the final rating.

Any rating of +.5 or higher indicated the participant's consensus was that the activity (segment) was "very important."

If the rating is below +2, some explanation should be provided...assess the reason(s) and explain or recommend changes as appropriate.

If the rating is below 0 there is a serious problem...assess the problem(s) and explain or recommend changes as appropriate.

Section C - Course Design

Determine raw tabulation and percentage for each statement.

Some comment or explanation should be provided if the inappropriate ("agree"/"disagree") or "not sure" responses exceed 20%.

Section D & E - Topic Deletion/Additions

Prepare a summary of responses for each section. Comment as appropriate.

Section F - Overall Quality of the Seminar

Total the numerical ratings, and divide by the number of responding participants. That gives the average rating for the seminar, on the scale from 1 ("very poor") to 5 ("excellent"). Comment as appropriate.

Section G - Quality of Instruction

For each instructor, tabulate his or her numerical ratings, and divide by the number of responding participants. Comments as appropriate.

Sections H - Final Comments

Prepare a summary of responses for each section. Comment as appropriate.

Note: A copy of the completed post course evaluation report should be forwarded to the appropriate State Highway Safety Office and/or NHTSA Regional Office.

H. Requests For Information, Assistance or Materials

Requests for further assistance should be directed to the Transportation Safety Institute, via your State's Office of Highway Safety and your NHTSA Regional Office.